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Abstract

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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN JAPANESE

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JAPANESE OBJECTIVES: SET # 1

I. Pronounciation and Speech

Concept: The pronounciation of Japanese vowels and consonants will be introduced and the differences between Japanese and English pronounciation will be emphasized. The concept of pitch as opposed to accent will be introduced. As the course progresses, emphasis will be placed on smoothness of delivery and speed.

Goal: The student will be able to speak simple Japanese.

Objectives:

1. Each week in the language laboratory, each student will be required to tape a 2 minute passage which he reads in Japanese.
2. Each week in class, each student will be required to give a 2 minute speech according to the schedule of topics listed below:

Week I	Introduction of himself (Name, etc.).
Week II	Description of his room.
Week III	Traveling or transportation.
Week IV	He will converse with another student about his daily activities.
Week V	School.
Week VI	A meal or food.
Week VII	He will converse "over the telephone" with another student about weekend plans.
Week VIII	Shopping.

II. Comprehension

Concept: The student will progress in his skill of aural and written comprehension of Japanese throughout the course. He will to integrate new vocabulary and grammar concepts into his accumulative knowledge of Japanese.

Goal: The student will be able to understand, read and write simple Japanese.

Objectives:

1. Each week in the language laboratory, the student will listen to a 2 minute taped recording and write a summary of its content with 60% accuracy.
2. Each week during a closed book, written exam in class, the student will translate 5 sentences from Japanese to English with 60% accuracy.
   e.g. Translate the following into English:
      1. Sono koto wa shimbun ni deta to kikimashita.
         (I heard that that matter appeared in the newspaper).
3. Each week during a closed book, written exam in class, the student will translate 5 sentences from English to Japanese with 60% accuracy.
   e.g. Translate the following into Japanese:
      1. I think the door opened.
         (To ga aita to omoimasu).

Week IX	Vacation plans.
Week X	He will converse with another student about his family.
Week XI	Weather.
Week XII	He will converse with another student and invite him to go somewhere.
Week XIII	He and another student will play the roles of store clerk and customer.
Week XIV	Autobiography.
Week XV	Future plans.

Goal: Each week the student will add 30 new words or phrases to his vocabulary.

Objective:

4. Each week during a closed book, written exam in class, the student will define 10 words or phrases, 3 of which will be review items from past lessons, with 60% accuracy.

III. Particles

Concept: The use of particles in Japanese is a very different concept for English speakers to learn. Particles are used more to signal differences in psychological attitude than to express specific word meaning. So that the student will gradually become accustomed to this concept, the functions of particles and distinctions between the uses of different particles will be constantly drilled and tested throughout the course.

Goal: The student will know the uses of particles and be able to distinguish the functions of different particles according to the following schedule:

Week I	ka, nee, ne, yo
Week II	ga, wa
Week III	o
Week IV	ni, de, e, no
Week V	to, ya, mo
Week VI	made, kara
Week VII	dake, shika
Week VIII	na, node, noni
Week IX	yori
Week X	sae, demo
Week XI - XV	review

Objectives:

1. Each week during a closed book, written exam in class

and given a group of 5 sentences, the student will choose the proper particle to fit the meaning of the sentence, with 60% accuracy.

e.g. Fill in the blanks with the number of the appropriate particle:

1. de
2. e
3. ni
4. made

1. Asobi *3* ikimasu. (I'm going to play).

2. Each week during a closed book, written exam in class and given 5 sentences translated from Japanese to English, the student will explain the additional psychological meaning expressed by the underlined particle, with 60% accuracy.

e.g. Sake o suki desu. (I like rice wine).

*The speaker likes the taste of rice wine, but he is not an enthusiastic drinker.

IV. Grammar

IV.A Categorization of Verbs and Verb Forms

Concept: There are two basic groups of verbs: those whose stem ends in a vowel and those whose stem ends in a consonant. The conjugation of a verb into its various forms or tenses varies depending on the group to which it belongs. Along with the introduction of verb forms, there will be an explanation of the function of the copula desu, an abbreviated verb form or verbal suffix which is conjugated like a verb and expresses state of being. Distinctions will be made between the uses of the copula and the verbs iru and aru, which also express state of being.

Goal: The student will know the differences between the two basic groups of verbs and the major verbs which belong in each category.

Objectives:

1. During a closed book, written exam in class and given a list of 30 verbs, the student will select the correct category to which they belong, with 60% accuracy.
   e.g. Categorize the following verbs according to the group to which it belongs:
   1) Group I
   2) Group II

   1. __*1__ iru (to be)
   2. __*2__ kaku (to write)

Goal: The student will know the various verb forms employed in Japanese.

Objectives:

2. During a closed book, written exam in class and given a list of 20 verbs, the student will write each verb in the form indicated, with 60% accuracy.

   e.g. 1. Write the following verbs in the semi-formal tentative form:

   A. suru *shimashoo

   B. kaeru *kaerimashoo

   C. kuru *kimashoo

Goal: The student will be able to distinguish between the uses of the copula desu and the verbs iru and aru.

Objectives:

3. During a closed book, written exam in class and given a list of 10 sentences, the student will select the proper Japanese method of expressing state of being, with 60% accuracy.

   e.g. Fill in the blanks with the proper word:

   1. arimasu
   2. imasu
   3. desu

   1. Watakushi wa gakusee __*3___. (I am a student)

Media: Discussion and explanation of grammar sections of

IV.C Gerunds

Concept: Gerunds are formed by adding the suffix te to the verb. The gerund form in Japanese is somewhat different from the corresponding gerund form in English. In Japanese, the gerund is used to connect a series of actions; it is a non-final form of the verb.

Goal: The student will know how to form the gerund of verbs.

Objectives:

1. During a closed book, written exam in class and given a list of 10 verbs, the student will write the gerund form of each verb, with 60% accuracy.
   e.g. Write the gerund form of the following verbs:
   1. dasu *dashite

Goal: The student will know the various uses of the gerund form.

Objectives:

2. During a closed book, written exam in class and given a list of 10 sentences, the student will select the proper auxiliary verb which, when added to the gerund, will produce the translation provided, with 60% accuracy.
   e.g. Select the appropriate auxiliary word:
   1. kuru
   2. iku
   3. miru
   4. aru
   5. iru

IV.B Controllable and Uncontrollable Verbs

Concept: There are two main classes of verbs in Japanese, irregardless of group categorization. There are verbs which can be controlled by the subject of the sentence and there are verbs which cannot. Some textbooks refer to these as Japanese "transitive" and "intransitive" verbs.

Goal: The student will be able to distinguish between controllable and uncontrollable verbs.

Objective:

1. During a closed book, written exam in class and given a list of 20 verbs, the student will note whether they are controllable or uncontrollable, with 60% accuracy.

   e.g. Note the proper class for each of the following verbs:

   1. controllable
   2. uncontrollable
   3. either of above

   1. *1 akeru (to open)

1. Eego o naratte *3 . (I'll try learning English).

IV. D Informal Negation

Concept: The informal negation of a verb is formed by the addition of a negative suffix to the verb stem. This suffix is conjugated like a verb.

Goal: The student will know how to form the informal negation of a verb.

Objective:

1. During a closed book, written exam in class and given a list of 10 verbs, the student will write the informal negation of each verb in the tense indicated, with 60% accuracy.

   e.g. Write the following verbs in the informal negative perfective form:

   1. yomu *yomanakatta
   2. miru *minakatta

IV.E Conjunctions

Concept: Complex sentences consisting of dependent and independent clauses may be formed by the use of conjunctions.

Goal: The student will know how to use conjunctions.

Objective:

1. During a closed book, written exam in class and given 10 pairs of sentences, the student will write a complex sentence for each pair using the conjunction indicated, with 60% accuracy.

   e.g. Combine the two sentences below into one complex sentence using the conjunction ato de:

   1. Tsukurimashita.
   2. Misemasu.

   * Tsukutta ato de misemasu.

IV.F Verbal Adjectives

Concept: In Japanese, adjectives are conjugated like verbs and therefore, they are called verbal adjectives.

Goal: The student will know how to conjugate adjectives.

Objective:

1. During a closed book, written exam in class and given a list of 10 adjectives, the student will write each adjective in the form indicated, with 60% accuracy.

   e.g. Write the following adjectives in the perfective form:

   1. chiisai *chiisakatta

IV.G Comparatives and Superlatives

Concept: Comparatives and superlatives by addition of certain words or phrases to adjectives. In this sense, the Japanese adjective functions as both an adjective and an adverb.

Goal: The student will know how to form comparatives and superlatives.

Objectives:

1. During a closed book, written exam in class and given 5 pairs of sentences, the student will write one comparative sentence for each pair in the manner indicated, with 60% accuracy.

   e.g. Write a negative comparison of the following:

   1. Hon wa takai desu.

   2. Zasshi wa yasui desu.

   *Zasshi wa hon hodo takaku arimasen.
   (The magazine is not as expensive as the book).

   or *Hon wa zasshi hodo yasuku arimasen.
   (The book is not as cheap as the magazine).

Goal: The student will understand the relationship of adjective to comparative and superlative words.

Objectives:

2. During a closed book, written exam in class and given 10 sentences, the student will select the proper comparative or superlative word to fit the meaning of each sentence, with 60% accuracy.

e.g. Fill in the blanks with the proper word:

1. ichiban
2. motto
3. narubeku

1. Sekai de __*1____ okii kuni wa doko desu ka?
   (Which is the largest country in the world?)

IV.H Noun Modifiers

Concept: Nouns may be modified by nouns, adjectives, verbs or combinations of these in phrases or clauses.

Goal: The student will understand the formation of noun modifiers.

Objectives:

1. During a closed book, written exam in class and given 5 pairs of sentences, the student will write one complex sentence for each pair using noun modifiers, with 60% accuracy.

   e.g. Write a complex sentence using a noun modifier:

   1. Shimbun o kaimashita.
   2. Mimashita ka?

   *Katta shimbun o mimashita ka?

   (Did you see the newspaper I bought?)

Goal: The student will understand the function of noun modifiers in colloquial expressions.

Objectives:

2. During a closed book, written exam in class and given 10 sentences, the student will select the proper phrase which, when added to the noun modifiers, fits the translation, with 60% accuracy.

   e.g. Fill in the blanks with the proper phrase:

1. koto ga arimasu

2. koto ni suru

3. koto ni naru

4. tokoro desu.

1. Denwa o kaketa ___*4_____.

(I just telephoned you).

IV.I Adverbial Clauses

Concept: Adverbial clauses are formed by the addition of certain conjunctions or adverbial suffixes to verbs, verbal adjectives or the copula.

Goal: The student will know how to form adverbial clauses.

Objectives:

1. During a closed book, written exam in class and given 5 pairs of sentences, the student will write one complex sentence for each pair using an adverbial clause in the manner indicated, with 60% accuracy.

   e.g. Write a complex sentence using the adverbial suffix ra:

   1. Uchi e kaemashita.
   2. Tanaka-san ga imashita.

   *Uchi e kaettara, Tanaka-san ga imashita.
   (When I returned home, Mr. Tanaka was there.)

Goal: The student will be able to distinguish the differences in meaning produced by various conjunctions and adverbial suffixes.

Objectives:

2. During a closed book, written exam in class and given 10 sentences using adverbial clauses, the student will select the proper conjunction or adverbial suffix to fit the meaning of the sentence, with 60% accuracy.

e.g. Fill in the blanks with the proper word or suffix:

1. ra
2. reba
3. toki
4. to

1. Yoku (miru) __*2__, wakarimasu.
   (If you will look closely, you will understand).

IV.J Potential Verbs

Concept: The potential form of the verb expresses ability to perform the action. It is formed by use of the auxiliary verb dekiru or by the addition of the suffix eru.

Goal: The student will know how to form potential verbs.

Objective:

1. During a closed book, written exam in class and given a list of 10 verbs, the student will write the potential form of each verb using two different methods, with 60% accuracy.

   e.g. Write the non-past potential form of the following verbs using two different methods:

   1. yomu *yomu koto ga dekimasu
      *yomeru

IV.K Numerical System

Concept: The Japanese have 2 basic systems of counting, one Chinese in origin, the other native Japanese. In addition, counter words are used to indicate the type of object counted. Counters are also used for counting time and dates.

Goal: The student will know how to count in plain numbers from one to one million.

Objectives:

1. During a closed book, written exam in class and given a list of 10 numbers in roman numerals, the student will write the equivalent in Japanese, with 60% accuracy.
   e.g. Translate the following into Japanese:
   1. 246 *nihyaku yonju roku

Goal: The student will be able to correlate the proper numerical system with the proper counter system.

Objectives:

2. During a closed book, written exam in class and given a list of 10 counted objects, the student will write the proper number and counter word for each object, with 60% accuracy.
   e.g. 3 (cats) *sambiki

Goal: The student will know the method of counting time and dates.

Objectives:

3. During a closed book, written exam in class and given a list of 10 specific times or dates, the student will write the Japanese equivalents, with 60% accuracy.
   e.g. Translate the following into Japanese:
   March 3rd *sangatsu mikka

IV.L Review

Concept: This unit is set aside for time adjustment and final review of grammar. Time will be arranged for students to be retested on objectives they have failed to achieved. If time permits, cultural discussions will be held. There will be an evaluation of the course by the students.

Goal: The students will have enjoyed the class and feel they have benefited from the method of instruction.

Objective:

1. During class, the student will be required to write a brief essay evaluating the course and method of instruction. Time allotment: 15 min.

JAPANESE OBJECTIVES: SET # 2

CONTENT and OBJECTIVES

The content for each chapter varies. However, the variations occur in sequence from one chapter to the next, and cannot be learned in isolation. In each chapter, new grammar and vocabulary are introduced, and each new step builds on the knowledge from prior chapters, therefore it is necessary to have clear comprehension of the grammatical structure and be able to recognize, at least, the characters and words which were in prior chapters while the lesson progresses.

General Objectives:

1. The students will be able to pronounce the 51 Basic-Sound correctly and memorize the order of these basic sounds.

   Specific: Given an initial sound from a line or column of the Basic Sound Chart, the student must be able to complete the rest of the line or column either orally or in HIRAGANA written form.

Note: The student will find this Basic-Sound Chart (called GOJYU-ON) at the end of the Study Guide. It is first written in Roman writing in order to help pronounciation.
There is a unique pronounciation for each letter or combination of letters in this chart. A letter or the combination of letters constitute words, phrases and sentences. Therefore it is important learn the correct pronounciation of each letter.

The second line is written in HIRAGANA which is used in any writing form combined with characters (or KANJI).

The writing form of the third line is called KATAKANA which is used to write any addopted word from the Western languages, such as AMERICA アメリカ (America), RAJIO ラジオ (radio), DOITSU ドイツ (German), PAN パン (bread), etc.

The order of 50 sounds in 10 lines is extremely important, as they are used for the verb conjugations.

2. The student will be able to pronounce correctly and write in both HIRAGANA and KATAKANA 25 sounds in addition to those in the Basic-Sound Chart.

Specific: Given a sound, the student must write it in HIRAGANA and/or KATAKANA.

Specific: Given a letter, the student must recognize the sound and pronounce it correctly.

Note: The 20 of these additional sounds are voiced sounds of KA, SA, TA and HA lines, and the other five sounds are called the half-tone of HA.

The student will find these 25 additional sounds on the chart of GOJYU-ON explained in the Objective 1.

Notice the GA line is the same as KA line in writing (both HIRAGANA and KATAKANA) except two dots on the upper right hand side of KA line letters, and similarly for the ZA line as SA line, DA line as TA line and BA line as HA line.

The half-tone of PA line is the same as the HA line except for a small circle on the upper right hand side of each letter.

The order for reading as well as writing starts from the upper right hand corner and progresses from top to bottom and right to left.

3. The student will be able to read, write and memorize the simple structure for sentences: (a is b), (a is not b), and the introgative of these.

Specific: Given a word or a sentence in Japanese the student must translate it into English or vice versa.

Specific: Asked a question in Japanese, the student must answer it in Japanese.

Note: In every chapter, when asked a question in Japanese, the student must also answer it in Japanese. The student also must develop the skill

in asking question in Japanese and this will be exercised with other members of the class. Since this practice is repeated for each chapter, this specific is omitted from the objectives henceforth stated.

The Japanese language is not toneme language, therefore it is recommended to pronounce each letter evenly and clearly until the student gets the feeling of expressions.

The reading and the writing required in every chapter is essential for the student's progress. Since this requirement is common to all chapters, it is also omitted from the objectives stated hereafter.

4. The student will be able to construct sentences using adjectives.

Specific: Given an adjective form, the student must place the adjective in the right modifying position in a sentence.

Specific: Given an adjective form, the student must construct the negative form of it.

5. The student will be able to construct a sentence using Personal Pronouns and Possessive Particle.

Specific: Given sentences, the student must differentiate the usage of DONNA, NANNO and DONATANC.

6. The student will be able to connect two or more nouns and learn how to join two sentences into one.

Specific: Given particles, DE and TO, the student must differentiate the usage between them.

7. The student will be able to construct a sentence using the particles WA and GA, and the verb form ARIMASU.

Specific: Given particles, WA and GA, the student must differentiate the usage between them and be able to give examples of them in Japanese.

Specific: Given sentence using ARIMASU, the student must construct a negative sentence of it.

Specific: Given sentence, the student must construct a introgative sentence using NANI and NAN.

8. The student will be able to construct a sentence using the Present Tense of the Regular and Irregular verbs.

Specific: Given a infinitive form of verbs, the student must change these verbs into the present tense.

Specific: Given verb form and the object of the verb, the student must place the right objective particle.

9. The student will be able to construct a sentence using transitive and intransitive verbs with adverbs and indirect object.

Specific: Given a verb, a noun and an adverb, the student must construct a sentence with an appropriate particles.

10. The student will be able to conjugate verbs.

Specific: Given infinitive form or present tense of verb, the student must change the form into the past and the present perfect tense.

11. The student will be able to count numbers from one up to 100 in two different numeral forms.

Specific: Given object, the student must count them with the right usage of numerals.

Note: The Japanese counting forms vary depend on the type of objects and it is rather complicated.

However, at this stage, the student uses only two forms: one form for ordinary numbers, and the other for counting any kind of object.

After memorizing the numbers (for both sets) up to 10, the rest could be figured out in rather a simple manner

12. The student will be able to write characters (or called KANJI).

Specific: Given a word in ひらがな, the student must write it in KANJI.

Specific: Given KANJI, the student must write it in ひらがな and idetify how many strokes are used to compose the KANJI.

Note: There are about five KANJI introduced in each chapter after Chapter 11.

The number of strokes which make up a KANJI is the only way to find it in the Japanese-English Dictionary, if the student does not know how to pronounce it.

The manner of writing for each new KANJI will be instructed in the class.

13. The student will be able to construct a sentence of comparison, and the superlative degree.

Specific: Given adjectives, the student must construct a sentence in comparative and/or the superlative degree in affrmative and negative forms.

Note: The comparison in Japanese may be expressed in various ways since it is a question of words rather than a fixed grammatical form. There is no fixed grammatical form for the comparative degree. The adjective does not undergo any change in form; therefore, the student must memorize the structure of the comparison.

The superlative degree is expressed by the use of ICHIBAN before an adjective or an adverb.

14. The student will be able to construct a sentence using TE-form (it is also called the Gerund).

Specific: Given an infinitive verb, the student must construct the TE-form and give example of a sentence using it.

15. The student will be able to tell time.

Specific: The student shall be able to construct a compound sentence using time of action as clause or phrase.

16. The student will be able to tell month, days of month, weeks and days of week.

Specific: Given a term of months, week or days in English, the student must translate it into Japanese or vice versa.

17. The student will be able to form modifying phrases or clauses.

Specific: Given phrases and sentences, the student must arrange them

into a compound sentence, and translate it into English.

Note: Since there are no relative pronouns in Japanese, sometimes a long string of modifying words may come before a noun.

18. The student will be able to construct a sentence using Plain (or called BUNGO-TAI) Style of verbs.

Specific: Given verbs in Polite Style (or called KOGO-TAI), the student must change them into BUNGO-TAI.

19. The student will be able to construct a sentence with present and past conditional clauses.

Specific: Given co-ordinate clause, the student must construct a conditional sentence using the appropriate words for the sentence to be conditional.

Specific: Given conditional phrases, the student must construct a sentence placing the right particles to modify the main clause.

20. The student will be able to form intransitive verbs based on transitive verbs.

Specific: Given transitive verbs, the student must change them into intransitive verbs.

Specific: Given transitive and intransitive verbs and objects, the student must construct a sentence using an appropriate particles: either WO, WA or GA.

21. The student will be able to construct a sentence in progressive form.

Specific: Given verbs in any form, the student must change them into the progressive form.

22. The student will be able to distinguish between nouns and Quasi-Adjectives.

Specific: Given noun or Quasi-Adjective, the student must select right king of particle and change them into a modifier of another noun.

23. The student will be able to distinguish between DEKIRU and KOSHIRAERU.

Specific: Given object, the student must construct a sentence using either DEKIRU or KOSHIRAERU depend on the material of the object.

24. The student will be able to apply NO in order to construct a modifying phrase.

Specific: Given clause using a particle GA, the student must construct a modifying phrase by replacement of GA to NO without changing the meaning.

25. The student will be able to count books, penciles (or sticks), papers, animals, human, house and vehicles with appropriate classifiers.

Specific: Given object with the number in numeral, the student must change the number into appropriate classifiers.

26. The student will be able to form a sentence with Potential verbs.

Specific: Given Potential verb with a phrase of KOTO GA DEKIRU, the student must change it into a single Potential verb form.

27. The student will be able to use Quasi-Adjective as Adverb.

Specific: Given a Quasi-Adjective, the student must change it into an adverbial form, and give examples in sentences by using it as Quasi-Adjective and/or adverb.

28. The student will be able to use verbs as modifiers, and use them in order to construct a complicated sentences.

Specific: Given a sentence in English, the student must translate it into Japanese using a verb as modifier, and vice versa.

Note: As the student must have already observed, one of the characteristics of the Japanese language is the absence of relative pronouns. Therefore, the student will have to supply relative pronouns in translating relative clauses.

29. The student will learn the construction pattern and use of the Terminal verbs.

Specific: Given a Terminal verb, the student must give examples in sentence using the verb.

Note: A certain number of verbs, called terminal verbs, when coming after the TE-form have special meanings. The verb MORAU is one of them. As a regular verb, it means 'to receive', but as a terminal verb it follows the TE-form and expresses the idea of receiving a favor of kindness.

Example: HIGE O SOTTE MORAITAI DESU. 'I'd like to have shave.'

Remember that terminal verbs have their respective meanings only when they come after the TE-form. They can be used as independent verbs with their intrinsic meanings.

30. The student will be able to express ideas of necessity or obligation by using NAKEREBA NARIMASEN.

Specific: Given an affirmative sentence, the student must change the sentence into necessity of obligation expression.

Note: Necessity or obligation expressed by 'must, 'should', etc., is usually expressed by negative conditionals.

31. The student will be able to derive pre-nouns and nouns from True-adjectives.

Specific: Given a adjective, the student must form its corresponding pre-noun and/or noun.

Note: KOKINA and CHIISANA are pre-nouns derived from true adjectives. They naturally come before nouns, but are never used predicatively.

SA is a suffix which has the function of changing an adjective into its corresponding noun. It is added to the stem of a true-adjective, i.e., the form without the final \v\ .

32. The student will learn the usage of TAME, KAMO SHIRENAI, DOMO, and RASHII, and be able to apply the term in a sentence.

Specific: Given terms, TAME, KAMO SHIRENAI, DOMO, and RASHII, the student must give an example of a sentence using the terms.

33. The student will learn the usage of TOKORO and be able to apply it in a sentence.

Specific: Asked question in Japanese orally and/or writing, the student must answer it in Japanese using TOKORO.

34. The student will be able to distinguish the usage of GURAI and HODO.

Specific: Given the particles, GURAI and HODO, the student must give an example of a sentence using the particle orally and/or written form.

Note: The particle GURAI (sometimes KURAI) means 'about, or, as much as' and HODO means 'to the extent of'. In comparing things GURAI is used in an affirmative sentence and HODO in a negative sentence, although there is a tendency for HODO to be used in both cases.

35. The student will be able to construct a sentence using the plain past form of true-adjectives.

Specific: Given true-adjective form, the student must change it into the plain past form, and give an example of a sentence using the both forms.

36. The student will be skilled in the usage of SONO KAWARI.

Specific: The student shall be able to give an example of sentence orally and/or in writing using SONO KAWARI.

37. The student will be skilled in the usage of SHI and be able to construct a compound sentence.

Specific: Given objects and verbs, the student must construct a sentence using the connective particle, SHI.

38. The student will be able to state orally and/or in writing past experience.

Specific: Given a sentence in present experience, the student must change the form into past form, and vice versa.

Note: An experience in the past which is expressed by 'have ever done such and such' is expressed by KOTO GA ARU following the past form of a verb.

KOTO GA ARU literally means 'there is a fact', and it expressed the past experience only when it is preceded by the past form of a verb.

39. The student will be skilled in the usage of TSUMORI and HAZU, and be able to apply them for constructing a sentence.

Specific: Given a situation, the student must answer orally and/or in written form using TSUMORI and HAZU.

40. The student will be able to change the present form of TAI and NAI into the past form.

Specific: Given present form of TAI and NAI, the student must change them into the past form and give an example orally and/or in writing using both forms (past and present) in a sentence.

41. The student will be skilled in usage of NO HANASHI DEWA and NI YORU TO, and be able to use them in a sentence.

Specific: Given a situation, the student must change the situation into NO HANASHI DEWA and NI YORU TO.

42. The student will be skilled in construction of the conditional past, and be able to use them in conversation and written form.

Specific: Given a present conditional form, the student must construct a present conditional sentence and/or past conditional sentence.

Note: TARA is a conditional suffix. It refers to the past, present, and future, so it is not necessarily the past form, but it is usually used in referring to the past, or in referring to the present or future, in a hypothetical statement such as 'if such-and-such is the case' or;

'supposing such-and-such should happen'.

The English subjunctive past, i.e., a supposition contrary to a past fact, is commonly translated into Japanese with this TARA.

43. The student will be able to construct a sentence in indirect and direct discourse.

Specific: Given a sentence, the student must change it into indirect discourse using right particles.

Specific: Given a sentence, the student must change it into direct discourse using the right particles.

44. The student will be able to construct a compound sentence using NAGARA.

Specific: Given two or more verbs, the student must construct a sentence orally and/ or in written form using NAGARA in order to express two or more simultaneous actions.

Note: NAGARA is tacked on the 2nd base, i.e., the continuative form of a verb and means two or more actions are performed simultaneously by the same person or persons.

45.The student will be skilled in applying a terminal verb AGERU for superior, equal, self or inferior persons.

Specific: Given a situation in a sentence, the student must choose the right form of AGERU depending on the subject.

46. The student will be skilled in applying verbal suffixs of -TE MO II, -TE WA IKEMASEN, and be able to use them in construction of complex sentences.

Specific: Given simple sentences, the student must construct a complex sentence using -TE MO II and -TE WA IKEMASEN.

47. The student will be skilled in applying adjectival suffixes of -YASUI, -NIKUI and ...NAKUTE WA IKEMASEN, and be able to use them in construction of complex sentence.

Specific: Given complex sentences, the student must place the right suffix (either -YASUI, -NIKUI or ...NAKUTE WA IKEMASEN) after the adjectives in the sentence.

48. The student will be able to construct UKEMI or a sentence in the passive voice.

Specific: Given a sentence in active voice, the student must change it into UKEMI.

Note: Compared with English, the use of the passive voice in Japanese is very much limited and the subject of a passive verb is, in most case, a person or a living creature.

Inanimate objects except when they are personified, seldom become the subject of a passive construction.

Strange as it may appear to English speaking people, intransitive verbs in Japanese such as KURU (come), SHINU (die), etc., can form the passive with a certain difference in meaning.

49. The student will be skilled in using second base as continuative.

Specific: Given the TE-form of verb used in continuative statement in the previous lessons, the student must change the statement into the continuative form using the second base and vice versa.

Note: The TE-form of a verb is usually used in continuing a statement, but when there are too many TE-form together, the second base, which had the continuative function in the literary style, is sometimes used for this purpose for the sake of euphony.

50. The student will be skilled in usage of YARU and SURU for the construction of a sentence.

Specific: Given a sentence using the verb SURU, the student must change the verb to the verb YARU and vice versa depending on the subject and object relationship.

Note: The verb YARU has the same meaning as the verb SURU. YARU is widely used in spoken Japanese in a more familiar style. It must be remembered that there is another meaning of YARU, 'to give', which is often used as a terminal verb.

51. The student will be able to construct honorific forms of verbs, and be skilled in the differentiation of the usage of them according to the environment.

Specific: Given the subject of verb and a verb form, the student must

change (or unchange) the verb form depending on the subject matter.

Note: When speaking of an action of a superior, one may use the honorific form of a verb according to the following construction pattern.

C + (second base of a verb) + NI NARU.

52. The student will be skilled in applying Causatives for the construction of a sentence.

Specific: Given YODAN and ICHIDAN verbs, the student must change them into the causative forms with appropriate particles.

Note: The fundamental idea of the causative is that a person causes some other person or animal, etc., to do something regardless of the will of the latter.

It naturally follows that the one who causes an action to be performed is superior or in authority.

The causative may generally be translated into English by make, let, have or get. However, in Japanese, the causative is sometimes used when the causation is purely imaginary.

Example: FURASETAKU NAI AME O DESU NE. 'I hope it won't rain'.
(Literally; I do not wish to cause rain to fall.)

II HITO O SHINASE MASHITA. 'We have lost a good man.'
(Literally; We have caused a good man to die.)

In case the causative is to be used in a passive construction the the passive comes after.

Example: MATASERARERU NO WA KIRAI DESU. 'I don't like to be kept waiting.'
(Literally- I don't like to be caused to wait.)

53. The student will be skilled in distinguishing the use of DAKE and SHIKA.

Specific: Given a sentence using DAKE, the student must change it to SHIKA and respective verb forms.

Note; SHIKA..... and DAKE are very similar in meaning and both may be translated with 'only'. The intrinsic difference is that the speaker is laying more emphasis on the positive side when he used DAKE, while, when he uses SHIKA...., he emphasizes the negative or non-existence.

54. The student will be skilled in usage of volitional (or conjectural) base for the construction of a sentence.

Specific: Given infinitive form in YODAN and ICHIDAN verbs, the student must construct a volitional form, and give examples in sentence orally and/or in writing using the volitional form.

55. The student will be skilled in constructing indirect questions.

Specific: Given indirect questions in English, the student must translate it into Japanese.

56. Development of the skill in usage of honorific and humble words, and be able to use them in appropriate situations.

Specific: Given a sentence in standard form, the student must change the words to honorific or humble according to the relation of the persons involved in the sentence.

Note: The Japanese, like Chinese and other Oriental peoples, make frequent use of honorific and humble expressions in order to distinguish in their speech between the actions and things of the first person and those of the second or the third person.

In speaking to a superior, honorific forms are used about the superior's action and humble forms about the speaker's action, while plain forms are employed when speaking to an equal or an inferior.

Besides these forms, there are honorific words which are used in speaking of a superior and humble words which are used in speaking of oneself or of an inferior.

There is also another group of words which might be called polite words which are used in making a sentence polite regardless of whether one may be speaking of a person or a thing.

Therefore, the words may have four categories, i.e., plain, polite, humble, and honorific.

Speaking broadly, humble words are used for the first person or a person who is under him, honorific words for the second person or his people, and plain words for the third person.

This helps greatly to reduce the repetition of personal pronouns.

1. Honorific forms and words are used:

   a. About actions or things of the second person of higher social standing than the speaker or those related to the second person.

b. About actions or things of a third person of higher social standing than the speaker or those related to the third person. However, when one speaks of a third person impersonally and objectively such as in the case of one speaking about the action of cabinet ministers this may or may not apply.

Characters in history are spoken of without the honorifics unless they are in some way related to the addressee.

c. About the members of the Imperial family or things related to them.

d. By women of high social standing.

2. Humble forms and words are used:

a. About the actions or thing of the first person when speaking to his superior.

b. When shopkeepers and tradesmen, workmen, etc. speaking to their customers.

c. By students in addressing their teachers.